

The impact of fee-paying International students on Australian secondary schools, teachers and students.

Research Report

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1. Executive summary

This report summarises research into the impact of fee-paying International students on Australian secondary schools, teachers and students carried out by Dr Ruth Arber and Professor Jillian Blackmore from 2007 to 2008. The research examined the impact that changing flows of teachers and students were having on schools located in an increasingly globalised world. It discusses data taken from a larger and ongoing study concerned with questions related to:

- The background, rationale and motivation underpinning moves to 'internationalise' by Australian education systems, individual schools and individual teachers
- The patterns of flows of educational 'commodities' (of curriculum, certificates, students, teachers, educational policies in and out of Australia)
- The benefits and costs that arise from these forms of internationalisation for Australian systems, Australian schools in terms of curriculum, pedagogies, assessment and certification practices, and Australian secondary school provision generally (public and private)
- The impact internationalisation has on teachers' work and professional identity in terms of their perceptions of and responses to the needs of more culturally diverse student populations, and careers possibilities within international networks and labour markets

It follows from studies in 2005, 2006 and 2007 by Dr Ruth Arber which examined the phenomenon of international students in government secondary schools in Victoria. Globalisation has opened up new markets of educational products (curriculum, pedagogy and assessment), and new markets in students and for teachers (Henry et al 2001). Australian schools are increasingly considered a way for international students to access universities (McCollow 1990). Teachers with English language skills are in high demand in overseas international schools (DE&T 2000). This has significant implications for the organization of schooling, curriculum and pedagogy in Victoria, and for teacher career paths and professional identities (Apple et al 2005).

2. Summary of the project:

2.1 Background

Globalisation has opened up new markets of educational products (curriculum, pedagogy and assessment), and new markets in students and for teachers (Henry et al 2001). Australian schools are increasingly becoming a pathway for international students to enter Australian universities (McCollow 1990), Teachers with English language skills are high in demand in overseas international schools (DE&T 2000). This has significant implications for the organization of schooling, curriculum and pedagogy in Victoria, and for teacher career paths and professional identities (Apple et al 2005). This research, along with earlier work by (Arber, 2005, 6, 7) is concerned with the development of programs for international students in Victorian secondary schools and the implications of these programs for everyday school practices and education broadly (1999, 2000, 2003a, 2003b, 2003/2004, 2004). The study suggests that international student enrolments have important consequences for school communities, school organization, local and international students, teachers' work (curriculum, pedagogy and assessment) and the provision of secondary schooling, differentiated by locality as well as type of school. Tensions arise through interplays between notions of identity and difference within each school community, the school's international marketing activities, and their mandate to provide schooling for their local communities. This research examines the experiences and practices of community members in relation to the cultural and historical conditions that mediate their social context, and with regard to the particularities arising from orientation (government / non-government, profit /not for profit) It explores the ways that schools, their communities and teachers respond to the presence of international students and their identified approaches, programs and strategies (eg. academic and pastoral requirements, English language requirements and inclusive curriculum and school environments) (Alavi & McCormick 2004). Teacher' experiences of globalisation, and their perceptions of student flows, impact on their sense of professional identity and pedagogy. These experiences give rise to new expectations about the role of teachers and their ability to address diverse student populations. This research investigates the changing nature of school curriculum provision and the conditions of teachers' work and careers (Robertson 2000) as they can be understood within wider global transformations and the changing nature of work (Gee et al 1996). (Blackmore et al 2006)

2.2 Approach

The study takes its approach of analytical abstraction (Arber 2008) to augment and extend available research from four directions to consider: (i) the experiences and practices of schools

and their teachers in working with international students; (ii) the reasoning of governments, institutions and agencies for implementing international education programs; (iii) the possibilities that internationalisation offers and requires of teachers as professionals, and (iv) the cultural and ideological logic that mediates the ways that schools and teachers understand and act upon these activities. These vantage points are explored as they exist in a tense relationship with global and technological change;

2.2.1 A mixed methods approach includes:

(1) *Policy discourse analysis* (Fairclough 2000) identified and analysed the various policies and strategies of government, non government and individual commercial schools that encourage internationalisation in order to interrogate their reasoning.

(ii) A survey of 200 government schools and all non-government and commercial schools with international programs which:

- Mapped programs and rationale
- Identified 1 school from each of government, Catholic, independent and commercial sectors in which to undertake 'snapshot' studies.
- Identified 4-6 teachers for unstructured interviews regarding career movements internationally

(iii) *Interviews* with policymakers in the international unit within DE&T and secondary principal associations representatives in government and non-government schools

(iv) *Snapshot studies* (2 days per school) in four sites (rural, provincial, urban in government, non government and commercial sectors) to investigate the context, rationale and impact of international student recruitment policies; how teachers, local and international students speak about internationalising strategies. Interview respondents included principals, school council presidents; international coordinators, ESL teachers and a representative sample of 4 teachers.

(v) *Biographical narratives* derived from interviews with 6 teachers identified in the survey as having taught in international schools overseas and returned.

(vi) Interviews with *education faculty* representatives in charge of teacher preparation and international studies (pre-service and inservice) in three Victorian universities

This report reports on research from the school survey and the snapshot case study of schools included in the 2006 and 2007 study

3. Survey response

Survey forms were sent to 200 government schools and all non-government and commercial schools with international programs (see appendix).

3.1 The respondents

Eighty people responded to the survey; 36 male and 64 female. Of the respondents 3 had PHD qualifications and 25 had master's qualifications. All respondents had recognized teaching qualifications. All but 10 respondents had more than 5 five years experience and 40 had more than 20 years experience working with international students. Only 4 respondents had less than 2 years teaching experience working in this way. Just over 50 respondents were classroom teachers. 93% respondents had senior positions within the schools including: Subject coordinators (15%), Year level coordinators (15%), Curriculum coordinators (4%), International student and program directors (10%), Head of house (8%), and Principal or deputy principal (9%).

Respondents taught one or more of the following subjects including: English (22%), Maths (28%), science (13%), humanities (10%), LOTE (9%) and ESL (18%). Sixty percent of respondents reported that they taught less than two classes containing international students in their classes including 20% of respondents who reported that they had no international students in their classes. Seven percent of respondents had 4 classes containing international students and 2% had 5 classes with international students. Only 1% of respondents reported that they taught more than 6 classes containing international students

Respondents were involved in a number of programs related to the management of international students within the school including administering enrolments (9%), pastoral care of students (9%), the production of marketing materials (6%), and participation in marketing trips overseas (5%)

Nearly 40% of respondents had had experiences in teaching international students in other schools.

3.2 International students and pedagogy

When asked about the benefits and challenges of working with international students, 82% teachers mentioned the importance of cross-cultural experiences for all students within the school. Eighteen percent of teachers felt that the presence of international students improve classroom practice, 15% argued that international students increase academic performance and 20% felt that international students demonstrate good ethos and work practices. Only 5% teachers said that international students provide financial benefits to the school. Interestingly only 14% of teachers felt that it was possible to form close bonds with international students.

Challenges mentioned by teachers included that international students lack English skills (70%), specific subject and content specific skills (30%) and motivation (8%). Twenty percent of teachers felt that students had different learning styles (and they particularly alluded to Confucianism), 11% said that international students had different attitudes, expectations and cultural beliefs and 8% said that international students needed more time for preparation and support. Fourteen percent reported that international students presented with particular pastoral care issues which needed to be supported.

3.3 Internationalisation and teacher careers

Only one third of teachers had taught overseas. Those who had taught outside Australia had taught in a number of different countries including UK (5%), Japan (4%), USA (4%), India (4%), Vietnam (4%) and Canada (4%). Other countries discussed were Italy, Switzerland, Maldives, PNG, Philippines. Teachers who had taught overseas had done so recently. Between 2006 – 2000 23% of teachers had taught overseas and between 1999 – 1995 13% teachers taught overseas. The number of teachers with international teaching experience had increased substantively since 1975 – 79 when only 2% teachers had taught overseas. Teachers taught overseas in different kinds of schools including: Government schools (14%), private high schools (8%) Government primary schools (5%), and international schools (4%).

Teachers chose to teach in those countries and schools for a variety of reasons. Thirteen percent said that they had taught overseas for professional reasons, 9% said that they did so because they were originally from that country, 9% because they had personal/family connections, 4% because their spouse had relocated and 3% taught overseas as part of a working holiday.

Teachers ascribed several benefits to working in schools overseas including: exposure to different educational systems (11%), cultural experience (23%), professional skills development (15%) and travel experience (8%). Only one percent of teachers remarked that they taught overseas for the salary. Participants described a number of different challenges related to teaching overseas. Twenty six percent encountered administrative difficulties, while 11% teachers faced challenges related to personal issues. Nine percent encountered challenges in adopting different pedagogies and systems. Other concerns related to negotiating cultural differences with colleagues (6%), adapting diverse needs and abilities of students (6%) and

language issues (6%). When asked how they had found out about opportunities to teach overseas, 10% had learned of opportunities by word-of-mouth, 10% through advertisements while 8% had obtained information through a recruitment agency or fair. Of the teachers who had not taught overseas, 40% said that they would like to teach overseas while 33% said that they would not.

When asked what factors might motivate them to teach overseas, those teachers who had not taught overseas offered different factors to those who had already taught overseas. Forty percent said they would consider working as a volunteer while 40% mentioned the benefits of working in the private sector. Thirty-one percent would consider teaching abroad for the cultural experience while 16% said that teaching overseas would provide an opportunity to travel. Once again only one teacher mentioned salary as a motivating factor. Teachers who had not travelled would like to teach in Europe 16%, Asia 15% and North America 9%.

Eighty five percent of teachers surveyed felt that they needed specific specialist professional development to teach overseas. Interestingly, 14% teachers felt that teaching overseas did not require any professional development. Of those teachers surveyed, 38% had completed professional development about teaching cross-culturally while 39% teachers had not done so. When questioned about their second language ability, 40% percent of teachers did not speak a second language, while 14% of teachers spoke French, 6% spoke German, 5% spoke Greek, and 4% spoke Hindi. Thirty eight percent of teachers did not teach a language. Of those who did teach a language other than English most taught another language including French (8%) and German (4%).

4. Snapshot studies: Demographic and Strategy Summaries¹

4.1 Three Government secondary schools

4.1.1 Wesburn Secondary College (WSC)

An inner-city Melbourne high school, Wesburn Secondary College has had a highly diverse local student population for several decades largely due to migrant and refugee communities settling in the area. Recent declines in government funding initially prompted WSC to take on full-fee paying international students to raise revenue.

¹ All names of schools and of people have been changed to preserve their anonymity

WSC has an on-site ESL centre where all international students complete programs before entering mainstream classes. Most students enter at year 10 or above. At the centre students have the opportunity to 'shadow' mainstream classes. Students attend classes unofficially in order to adjust to the classroom culture and to help them decide which subjects they will ultimately elect. Additionally, after students have been streamed in they retain one timetabled lesson per week at the language centre. This lesson provides students with the opportunity to get individual language help with their class work. The school does not provide accommodation, and most international students reside locally with relatives, commonly older siblings. Wesburn appoints an overseas co-ordinator who is responsible for the timetabling and pastoral care of international students.

4.1.2 Maryvale Senior Secondary College (MSSC)

Maryvale Senior Secondary College is a regional school that provides year 11 and 12 programs, including VCE and VET, for students in the greater Maryvale region. Most enrolments are gleaned from several neighbouring 7-10 colleges. About 20% of enrolments come from outside those neighbourhood colleges.

MSSC has sister schools in China, Germany and Indonesia. Internationalisation of the school program began with cohorts of exchange students before progressing to full fee paying enrolments. MSSC is now an internationally accredited school through the Council of International Schools (CIS).

MSSC does not provide on-site language training. Instead, fee-paying international students complete 20 weeks of ESL courses at a private language provider in Melbourne. When they arrive at the school, they enter mainstream classes immediately, although a VCE level ESL class is offered at year 11, and trained ESL staff are on hand to provide language support. Two staff are assigned to the pastoral care of international students. One of the key responsibilities of pastoral care staff is to find and monitor home-stay accommodation for international students in the local community.

4.1.3 Gardner College (GC)

Also located in a regional centre, Gardner College has relatively few students from a non-English speaking background, and around 30 students from an Aboriginal background. The student population tends to reflect that of the local community, which is historically Dutch and Irish, with a predominant Catholic Lutheran heritage.

Gardner College policy documents officially state a commitment to the international students' program. They have sister schools in Japan and China and overseas trips and exchange programs take place every year. Every second year a group travels to Dali in India to play cricket. Gardner College is a registered English Language Centre for full-time Intensive English language instruction. At junior and middle school, ESL students also study a modified SOSE (Studies of Society and Environment) which aims to introduce students to Australian society and culture, and the Australian education system. The Head of the International Program arranges all home-stays for international students and liaises personally with the families on all matters relating to student welfare. All international students are appointed an official guardian from outside the school.

4.2 Findings in the research

4.2.1 Marketing and management

- All participants acknowledged that the impetus behind developing international programs at the school was primarily economic. Most recognised supplementary benefits to the school community, particularly including notions of inter-cultural contact between students and greater diversity.
- All government schools recognised the supervisory role of the education department in the implementation, accreditation and management of their international programs.
- The education department, rather than the individual school, operates as the education provider, allowing students to change schools within the state system without changing visas.
- All case study sites managed their own marketing, although there were opportunities to send school representatives to broader state wide marketing trips through the Victorian government's International Student Unit (ISU).
- A great deal of marketing goes through government-preferred private agents within source countries.
- Some informants at the regional schools felt that they aren't well-represented in government marketing initiatives; there is a perception that they are ignored in favour of marketing Melbourne as a destination.
- Regional schools and communities can be effectively marketed as attractive destinations on the basis of providing safe and close communities, natural assets and unique facilities and programs.

- The most effective marketing is through personal contacts and direct visits from staff to source countries. This does, however, require significant financial investment from either individual schools, or from the government.
- Long-standing institutional relationships, such as sister schools, exchange agreements, or study tour partnerships can create an effective base for the marketing of full-fee paying international enrolments.
- Some informants felt there was a tension between the school's responsibility to provide an educational service for the local community, and the need to adapt curriculum and policy to cater to the needs of international students.
- Accreditation with an international body such as the Council of International Schools (a separate process from state government accreditation as a school able to enrol international students) is a fairly comprehensive process and such accreditation can then be utilised as a marketing tool.

4.2.2 Teaching and pedagogy

- While some teachers perceived inherent value in developing new skills as they worked with international students, other teachers viewed them as yet another competing demand in an already overstretched curriculum and work program.
- Regular and sustained professional development on classroom strategies for international students was limited across all case study sites, due to restrictions of time and resources.
- Best-practice methods were often developed by individual teachers through trial and error rather than professional development
- Successful teachers added a second level of understanding which allowed students to decode and understand the meanings behind language as well as the grammar and vocabulary.
- Language also has to be contextualised socio-culturally, and teachers who had a complex understanding of the cultural and linguistic contexts of their teaching and of their students appeared most successful and satisfied with the progress of their international cohort.
- Effective classroom strategies included foregrounding continuous concept checking; reiterating ideas and explaining them in a variety of ways; the provision of time for individual help and trouble-shooting; and taking the time to get to know students' individual backgrounds and needs.

- Teachers implementing these strategies generally acknowledged that they held inherent benefits for the local cohort as well as the international students.
- Perceptions of cultural differences in teaching and learning styles were at the forefront of many teachers concerns.
- The stereotype of the 'passive Asian learner' was often central to these concerns. In analysis it emerged that teachers who overstated the significance of this stereotype were less successful in connecting with students and developing effective strategies.
- Teachers with ESL backgrounds, international teaching experiences or inter-cultural competencies tended to build effective strategies and to view the experience of teaching international students in the most positive light.
- Prior experience with learning difference and diverse classroom contexts provided teachers with a skills base for developing best practice.
- Teachers with a narrower base of experience in teaching in diverse contexts were more likely to struggle.
- Close liaison between classroom teachers and ESL teachers was also an effective strategy, but generally not formalised.

4.2.3 Pastoral care

- Participants agreed that effective pastoral care needed to be proactive and hands-on. As students may not approach relevant staff with problems, and thus staff must regularly check in with students.
- Some degree of understanding of cross-cultural social and learning issues was foregrounded as a key competency in providing effective pastoral care.
- Schools that took on official guardianship of international students understandably had much more comprehensive pastoral care approaches.
- Schools that organised home-stay accommodation also needed a higher degree of coordination in pastoral care policy in terms of finding and vetting home-stay providers, and offering support to both providers and students when issues arise.
- The case study site that focussed on direct and sustained communication between parents, students and the school on pastoral care issues appeared to have the most effective troubleshooting policies.
- This site also employed a Chinese speaker to aid effective communication with non-English speaking parents, and to provide students with an opportunity to communicate in

their L1 on sensitive issues. This was also viewed as a highly effective and valuable strategy.

- Situations in which international students were living independently or with older siblings had the greatest capacity for behavioural or attendance problems, as teachers felt that lack of structure and discipline in the home environment impacted on students performance within school.
- In these cases, there is also little recourse for teachers to communicate effectively with guardians or parents on pastoral care issues.
- Degrees of social integration varied across sites and were largely seen as dependent on the individual students, and their ability to adapt.
- Extra curricula activities such as sport or drama were generally viewed as excellent avenues through which integration and increased social contact between local and international students could occur.

4.3 A Commercial Secondary School

4.3.1 Commodore Education

A Sydney based company; Commodore Education Melbourne has several components: Commodore College; Commodore English; Commodore Hotel School; and Commodore Design School. Commodore College at the time of the study was the high school. It was expected that by the end of the year, it would also include high school foundation programs and university entrance foundation programs. The plan was to have a stand-alone entity with a city address which would include all components of the company's education offerings including a hotel school, front of house, accounting, and finance and cleaning. The idea was to become a domestic hotel school and a domestic design school, delivering to the local as well as the international market. Eventually the company aimed to build a private university – “Victoria's first private university”.

A private company with no shareholders, Commodore Education was owned by a company Fiat Education which was owned by an Australian individual Greg Smith, who has been involved in international and Australian domestic business markets for a long time. Investment in the business was enormous; \$50 million dollars was suggested as a figure. The company was linked to the National University of XXX

The companies vision was that the secondary school sector would provide new pathways and flexibility within the Australian qualifications framework. Diversifying the student base and the addition of fee-paying students was seen as a good way to do this.

The school had sites in Sydney and Melbourne, and there were plans to build a complex in Brisbane and a hotel school on the gold coast. Melbourne was seen as a good location for the school in that it was 'very student friendly'.

A year after the completion of the research the school had gone out of business

4.3.2 Student demography

There were 200 students in the school made up of a strong Indian and Chinese clientele but the school is/was also developing markets in Columbia, Peru and Bolivia. Students were from middle class families with 60% returning to work in small businesses in their home country while 40% wanted to obtain permanent residence in Australia. The school was quite multicultural with students coming from a large number of cultural, national and religious backgrounds.

4.3.3 About marketing

Almost all of the marketing for students was done through agents although there was some small publicity through word of mouth and through the use of teacher agents.

4.3.4 School Educational provision

- The school taught to the VCAL (31 students) and VCE systems and included years 11 and 12 with provision for Year 10 to begin in July of that year. The school had arrangements with Swinburne TAFE and most VCAL students went on to enter their hospitality programs. VCE students went to universities throughout Australia including the University of Melbourne, Monash University and Deakin University.
- There was a related hotel school which was full to capacity at the time. The school had a separate Language school catering for 400 students elsewhere in the city
- Depending on their experience students did 20 weeks English language and training, entering the school at 3b level to go into year 10.
- The school had a number of programs in place to provide pastoral care for their students and to provide them with important cultural knowledge, consumer advice and literacy support.
- The school outsourced student placement with home-stay parents and supervised student guardianships

- There were also programs to support and supervise students' involvement in the school. SMS messages were sent to students absent from school and students who failed to attend were warned.
- VCE subjects offered included: English language, foundation English, general maths, maths methods, specialist maths, further maths, physics, biology, sociology, business management, industry enterprise, accounting, Chinese, Vietnamese, IT
- VCAL subjects included personal development skills, workload skills and oral communication
- VET subjects included hospitality, multimedia, graphic design, graphic prepress, finance, health and human development

4.3.5 School programs in relation to International students

Programs and policies in relation to international students included:

- Diversity within the student body is used as a resource providing a basis for students to learn about each other and to work with each other.
- Induction programs introduced students to essential institutional and cultural systems. For example: eg - consumer advice and information on important Australian institutions such as the electoral system.
- Absenteeism amongst students was strictly followed up with sms messages.
- DEAC is notified after five days or two prior absences
- All students are enrolled in ESL and Foundation English subjects.
- Home-stay programs are outsourced but supervised by the institution
- Teachers selected to reflect a mix of ethnic backgrounds and ages.
- Teachers encouraged to be flexible in their teaching methodologies.
- Blended learning teaching pedagogies are encouraged.
- Strong student welfare program.
- Student welfare officer.
- Strong home group program led by form teachers.

4.3.6 Teacher Lives

Teachers Careers

- All but one of the teachers interviewed had come to teaching after doing other jobs.
- Most had taught at other institutions before coming to the school.
- Most had taught overseas before coming to the school.

- Teachers were very passionate about their teaching at the school. Comments included:
 - After overseas experience – excited at the opportunity to work with and help diverse students here (2 respondents)
 - keen to join the team to teach job related skills – kept ringing Principal
 - Saw the chance to do something different
 - Answered ad for part time work – I needed the move

Teaching pedagogy

- Teachers felt that their past experience with diverse students, particularly overseas, helped them teach at the school
 - Eg Learning Chinese - Taught in China for eight weeks – gives me ideas about how to teach here
- Emphasised the need to be flexible,
 - to be ‘a jack of all trades’
 - realise that every teaching experience is different
 - use different methods
 - important not to be boring
- Suggested a variety of methods
 - Use games
 - Not too much chalk and talk
 - Encourage everyone to speak English. I encourage everyone to share their experience.
 - Lots of posters on the wall with notes and dot points and visuals. I do lots of close exercises. I do some note taking. I do a lot of my own worksheets. I don't like to work from the text book. I like to type things up specific to classes.
 - Encourage students to help each other out.
 - They've got my email address and my mobile phone number if they ever need to call me.
 - Running holiday classes.
 - Learning Chinese – Use Chinese phrases in the classroom
 - Get students working orally - you get them working in pairs and you encourage them
 - Put students in groups – they encourage each other

- Limited resources – no data projectors – use overheads sometimes
- To learn language you have got to speak – you have got to feel

4.4 A Catholic Secondary College

St Gregory Secondary College

4.4.1 Background

St Gregory's Secondary College was established 1963 and now has 1050 students and 80 staff. A Catholic secondary school, it had an open enrolment policy with 70% of enrolments Catholic. The school had a large geographic catchment. Dutch migrants in the area were quite integrated and the school appeared quite mono-cultural. 90% of students were offered further study: 60% at uni; 30% at TAFE.

The school had 60 international students. This figure was to reach 70 by the end of the year. Of these students 50% were from China, 40% from Hong Kong while the remaining 10% were from Thailand, Korea and Vietnam.

The number of international students was reduced from 110. The program's expansion led to a number of concerns about the ability of the school to service such large number of students including concern that

- Connections between students
- The experience for local students –
- intakes into English and preparation programs

would be altered if international student intakes got too large.

4.4.2 Reasons for international students

The school administration mentioned several reasons for taking in international students. These include :

Incentives

- Provide diversity within an otherwise multicultural environment
- Have strong financial motive Outreach
- Supports class sizes in important year 12 classes
- Supports extra teaching load

Disincentives

- better off with a local kid financially than with a international student'

4.4.3 Marketing

Marketing programs include:

- Joint marketing with other Catholic schools
- Alumni functions
- Parent meetings overseas
- Agents
- AEI

4.4.3 Programs for international students.

Programs for international students include:

- student welfare and academic programs
- Provides boarding and host families
- home stay co-ordinator manages student accommodation and issues which arise off campus
- International program administrator manages logistics
- International students stay in boarding accommodation
- School personnel become guardians
- ESL support
- Preparation program
- CounsellorsLOTE – French, Chinese

4.4.4. Other international programs

Other internationalisation programs include

- Sister schools
- School exchanges of students and teachers
- Outreach programs overseas

4.5.6 Teacher Lives

Teachers careers

- Most teachers had worked in other jobs before taking up teaching
- One teacher had taught overseas before coming to the school

- One teacher had been born overseas and had obtained their first degree overseas before coming to Australia to study their Dip Ed.
- Two teachers mentioned their vocation to teach

Teaching Pedagogies

Teachers mentioned three types of strategies in particular

- English support
 - Make sure students communicate a lot.
 - Do a lot of oracy stuff
 - Use ESL experience
- Intercultural competencies
 - Ensure communication between both local and international students
 - Make sure that local and international students are part of mixed groupings
 - Build a 'humanity bridge'
- Teaching approach
 - a collaborative approach and compromising...a lot of compromising involved in this relationship building.
 - A lot of group work

Resulting research

2009

ARC Linkage Grant

Prof JA Blackmore; Dr RE Arber; Prof LE Farrell; Prof MT Devlin
Investigating mismatches between Australian international graduate destinations and skill shortages

A Prof Alex Kostogriz, Dr R, Arber. Dr Z. Golebiowski
'Supporting the English academic literacy of international students: A case study of TESOL program in an Australian University'

2010

Potential linkage Grant

Prof JA Blackmore, Dr RE Arber, A Prof A Kostogriz, Dr A. Vongalis – Morrow, Dr A. Gallant, Prof. R. Bates

Travelling Teachers: Examining flows of teachers inside and outside of Australia'

Resulting Papers

Book Chapter

Arber, Ruth (2009) 'Social disconnection or popular racism' in Fethi Mansouri *Youth identity and immigration* Common Ground: Australia

Book Chapters

- Arber, Ruth Students by Victorian Secondary Schools: A Matter of Business' *Equity, Access and Democracy in Education* (James Nicholas Publishers, San Francisco/Melbourne), (In press)
- Arber, Ruth Encountering an-other: Culture and curriculum and inclusive pedagogies, Bekerman, Z and Geisen, T (ED), *International Handbook Migration, Minorities and Education – Understanding Cultural and Social Differences in processes of Learning (Edited Vol)*

Refereed Journals

- Arber, Ruth (In press) English Education for international students in local schools: Practices of inclusion and discourses of exclusion *English: Teaching and Learning*
- Arber, Ruth Discourses of antagonism and desire: Marketing for international students in neighbourhood schools, *Globalisation, Societies Education* vol.7, No. 2, June 2009. Pp. 109 - 112
- Arber, Ruth 'Interrogating 'imagined' communities: exploring the impact of international students in local schools *Race and ethnicity and education* vol.11, no.4, Dec 2008, pp.387 – 405.

Refereed conference papers

Recent and refereed and published papers at international and national conferences include

- Arber, Ruth *Accessing third pedagogic spaces: Towards a framework for defining inclusive curriculum for secondary students (Including international students.* 2009 Australian Association for Research in Education (AARE) "Inspiring international research in education, national meeting place, Global gathering, Virtual service" 'International education Research Conference, Canberra, December, 2009
- Arber, Ruth *Language, identity and the provision of inclusive education for international students in local community schools.* 'Entering the age of an educational renaissance: Ideas for Unity of purpose of further discord'. ANZCIES Conference, 24-27 November, 2009, University of New England, NSW
- Arber, Ruth *Encountering the other, the culture of science and inclusive curriculum* International Conference on Migration, Citizenship and Intercultural Relations 19 - 20 November 2009 Deakin University Australia
- Arber, Ruth *Popular racism, antagonism and desire: Interrogating racist conception in cosmopolitan times* ACTA international conference and TESOL symposium, Alice Spring 9-12 July 2008

Arber, Ruth. An educational Commodity: Imagining international students in local schools, language education and Diversity Conference, University of Waikato, December, 2007

Arber, Ruth Language, Education and Diversity Conference, University of Waikato November/December, 2007 *2007International students in neighbourhood schools: A fickle commodity* AARE conference, Freemantle, December, 2007

Appendix 1

Background information

This is an initial scan of the data and reports frequency of responses only

80 people responded to the survey

Values are rounded to the nearest whole number and are in % unless otherwise advised

Q1: Gender

Male 36%
 Female 64%

Q2: 2. Please indicate your qualifications:

BA: 68
 B. Ed 25
 Grad Dip Ed 25
 Dip Ed 52
 Masters 25
 PhD 3
 Other teaching certificate 14
 Other qual 14

3. Qualification Length

Length	Percent
2	3
3	4
4	43
5	11
6	6
7	10
8	6
9	1
10	1
14	1
20	1

4. How long have you been teaching?

- 2 years or less 4
- 3 - 5 years 5
- 6 - 10 years 13
- 11 - 15 years 13
- 16 - 20 years 19
- More than 20 years 40

6. What is your positions / responsibilities?(2 responses missing)

Classroom teacher	54
Year level coordinator	15
Subject coordinator	15
ESL coord	4
International coordinator	4
Program director	2
Head of House	8
Deputy Principal	8
Principal	1
Curriculum	4
Other	2

7. In what year levels do you do most of your teaching?

<input type="checkbox"/> Prep	1	<input type="checkbox"/> 7	3
<input type="checkbox"/> 1	0	<input type="checkbox"/> 8	31
<input type="checkbox"/> 2	1	<input type="checkbox"/> 9	31
<input type="checkbox"/> 3	1	<input type="checkbox"/> 10	45
<input type="checkbox"/> 4	1	<input type="checkbox"/> 11	51
<input type="checkbox"/> 5	3	<input type="checkbox"/> 12	59
<input type="checkbox"/> 6	1		
<input type="checkbox"/> Not applicable (e.g., administration only)			4

8. For Secondary teachers: What subjects do you teach this year?
For specialist primary teachers: What is your specialism?

English	22
Maths	25
Science	13
History	6
Politics	3
Social science/humanities	10
LOTE	9
ESL	18
Media	5
Art	2
Music	2
IT	5
PE	3
Health	6
Design	2
Woodwork/metalwork	2
VCAL/VET	2
Legal studies	6
Accounting	4
Other	30

9. How many classes that you teach in 2007 have international students? (3 responses missing)

0 = 20 1 = 17 2 = 25 4 = 7 5 = 2 6+ = 1

10. How many international students do you have in each class in 2007? (4 responses missing)

11.

0 = 20

1 – 5 = 25;

6 – 10 = 14

11 – 15 = 4

16 – 20 = 3

21+ = 3

Have you been involved in the development, marketing or management of the international program at your school? Describe your role (23 responses missing)

Applications, enrolments and numbers	9
Creating promotional material	6
Going on marketing trips overseas	5
Pastoral care of students	9
Liaising with parents/guardians	1
Organising home stays	1
Other	23

12. Have you have experiences in other Australian schools teaching international students? (3 responses missing)

Yes	39	No	58
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According to the notes School names are in a Word file

12b. Number of schools that have taught in that has international students

0 = 31

1 = 24

2 = 9

3 = 3

4 = 5

7 = 1

13. What are the benefits and difficulties involved in teaching international students in Australia?

Benefits

International students allow cross-cultural learning opportunities or experiences for all students 82

International students improve classroom teachers' practice 18

International students provide financial benefits for the school 5

International students increase academic performance 15

International students demonstrate good work ethic, study habits and attitudes to learning 20

It is possible to form close bonds with international students 14

(more than one option chosen)

Challenges:

International students lack English skills generally 70

International students lack subject/context specific English skills 30

International students lack motivation or work ethic 8

International students generally have different cultural learning styles (rote learning, Confucianism) 20

International students generally have different attitudes, expectations and cultural beliefs 11

More time is needed for preparation and support 8

There is a lack of social integration among students 3

There are pastoral care issues (eg: student welfare outside the classroom) 14

(more than one option chosen)

14. Have you taught in a school overseas at all?

Yes 33 **No** 64

14a: Where?

UK	5	Vietnam	4
Japan	4	Canada	3
Italy	1	PNG	1
USA	4	Philippines	1
India	4		
Switzerland	1		
Maldives	1		

14b: When?

In the last year (2007)	23
2006 – 2000	13
1999 – 1995	9
1994 – 1990	8
1989 – 1985	5
1984 – 1980	4
1979 – 1975	3

14c: Type of School (1 response missing)

Government high school	13
Private high school	8
College or University	4
Language school	3
Government primary school	5
Private primary school	1
International school	4

14d: Why did you choose these countries/schools?

Originally from this country	9
Personal/family connections	9
Spouse was relocated	4
Working holiday	3
Working as a volunteer/aid worker	1
Professional reasons (eg: salaries, contracts, environment etc.)	13

15. What were the benefits and difficulties in teaching in international schools?

Benefits

Exposure to different educational systems	11
Cultural experience	23
Professional skill development	15
Salary	1
Travel experience	8
Resource and facilities	3
Work ethic of students	4
Appreciation of the system/facilities in Australia	3

Challenges:

Negotiating cultural differences with students	13
Negotiating cultural difference with colleagues	6
Adapting to diverse needs and abilities of students	6
Adapting to different pedagogies and systems	9
Resource and facility issues	1
Language issues	6
Administration	26
Personal issues (eg: family, accommodation, socialising etc.)	11

16. How did you find out about opportunities to teach overseas? (2 responses missing)

Recruitment agency/fair	8
Word of mouth	10
Advertisement	10

17. If you have not taught overseas, have you considered teaching in an international school in either Australia or overseas?

Yes	40	No	33
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18. If so, for what reasons?

Cultural experience	31
Salary	1
Opportunity to travel	16
If spouse were re-located	4
For professional development/exposure to different systems	15
To work as a volunteer	40
Benefits of private sector	40

19. Where would you consider?

North America	9
Latin America	1
Europe	16
Africa	1
Asia	15
Other	19

20. Do you think that teachers need specific specialist professional development to teach international students? (1 response missing)

Yes	85	No	14
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According to the notes type of PD are in a Word file

Have to completed professional development programs, relevant to teaching culturally diverse students or international students?

Yes	38	No	39
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According to the notes type of PD are in a Word file

19. What languages do you speak ?

No LOTE	40
French	14
Italian	4
Japanese	4
Greek	5
Spanish	3
Mandarin	1
German	6
Russian	1

Hindi	4
Other	18

20. What languages do you teach?

I don't	38
French	8
Italian	1
Japanese	3
Greek	1
Mandarin	1
German	4
Latin	1
Other	13